



STATE OF OREGON
Oregon Health Authority (OHA)
POSITION DESCRIPTION

Position Revised Date:
5/31/2018

Agency: Oregon Health Authority

Division: Oregon State Hospital

☐ New ☒ Revised

This position is:

- ☒ **Classified**
☐ **Unclassified**
☐ Executive Service
☐ Mgmt Svc – Supervisory
☐ Mgmt Svc – Managerial
☐ Mgmt Svc – Confidential

SECTION 1. POSITION INFORMATION

- a. Classification Title: Institution Teacher - MA
- b. Classification No: C2320 c. Effective Date: _____
- d. Position No: _____
- e. Working Title: Institution Teacher - MA
- f. Agency No: 44300
- g. Section Title: Supported Education
- h. Employee Name: _____
- i. Work Location (City — County): Junction City, OR - Lane County
- j. Supervisor Name: Jonathan Dennett
- k. Position: ☒ Permanent ☐ Seasonal ☐ Limited Duration ☐ Academic Year
☒ Full-Time ☐ Part-Time ☐ Intermittent ☐ Job Share
- l. FLSA: ☒ Exempt If Exempt: ☐ Executive ☐ Professional ☐ Administrative
☐ Non-Exempt
- m. Eligible for Overtime: ☐ Yes ☒ No

SECTION 2. PROGRAM AND POSITION INFORMATION

- a. Describe the program in which this position exists. Include program purpose, who's affected, size and scope. Include relationship to agency mission.

Oregon Health Authority (OHA) is the organization at the forefront of lowering and containing costs, improving quality, and increasing access to health care in order to improve the lifelong health of Oregonians. OHA is responsible for most state health services and for implementing the health care reforms in House Bill 2009. OHA is overseen by the nine-member citizen Oregon Health Policy Board working toward comprehensive health and health care reform in our state.

The OHA mission is helping people and communities achieve optimum physical, mental and social well-being through partnership, prevention and access to quality, affordable health care. OHA's work is organized into three broad goals: Improve the lifelong health of all Oregonians, increase the quality, reliability and availability of care for all Oregonians and lower or contain the cost of care so it is affordable to everyone.

OHA values service excellence, leadership, integrity, health equity and partnership.

This position exists within the Supported Education program of the Vocational, Educational, Spiritual care, Peer services and Native Services Department (VESPN) to provide comprehensive educational services that teach patients the essential skills needed to successfully transition back into the community and reach their full potential.

OSH uses the Collaborative Problem Solving® model as its foundation of care across all disciplines, including nursing and direct-care unit staff.

- b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:**

provide individual, student-centered learning goals based on assessment and creative methods to advise, encourage, and support students to pursue their education in the continuation of recovery. Supported Education services are provided to individuals or groups based on identified educational needs of the individual learner.

SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark "N" for new duties, "R" for revised duties or "NC" for no change in duties. Indicate whether the duty is an "Essential" (E) or "Non-Essential" (NE) function.

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

% of Time	N/R/NC	E/NE	DUTIES
60%	R	E	<u>ASSESSMENT SERVICES:</u> A. Assesses students' prior knowledge, learning needs, college and career readiness goals. B. Collects and reviews information on students' content knowledge; prior learning experiences; and learning needs from school transcripts, questionnaires, and student interviews. C. Uses a variety of formative assessment tools to monitor learning and adjust instruction and goals. <u>LEARNING GOAL SETTING:</u> A. Facilitates the development of student learning goals that align with the Patient's Treatment Care Plan and students' interests. B. Exposes students to new ideas and experiences that help to refine or change learning goals over time. C. Communicates clear expectations of students and motivates them to persist to meet their goals.

			<u>INSTRUCTION:</u> A. Addresses diverse learning modalities, abilities, needs, and interests through differentiated instruction. B. Engages students actively in their own learning through relevant, thought-provoking questions; problems; and tasks that stimulate interest. C. Selects and uses resources and textbooks to align with the students' goals and interests and is applicable to their lives. D. Provides multiple means and modalities for presenting and engaging students with concepts, ideas, and materials. E. Engages in active listening, dialogue, and questioning to facilitate and support learning. F. Adapt instruction to reach students who have difficulty with a particular approach and to deepen student understanding. G. Builds student confidence by providing feedback on progress in relationship to learning goals and encouragement and clear feedback about the steps needed to continue moving toward goal attainment. H. Establishes a community of practice among students to encourage peer-to-peer learning and a rapport with other students so that they feel encouraged to voice ideas and opinions. I. Provides appropriate hands-on opportunities for students to interact with computers, the Internet, and other digital media on a regular basis, from basic operations to more sophisticated ones in order to build technology literacy skills.
15%	N	E	<u>INSTRUCTION PLANNING AND PREPARATION:</u> A. Researches and prepares curriculum and other materials to support assigned student's progress towards learning goal(s). B. Develops and collects resources to continuously improve the educational services provided by the Supported Education program. C. Continues education, training, and/or awareness in areas of diagnosis and assessment of learning disabilities ABE/GED, adult learning disabilities, neuro-education, language processing and disorder, and other evaluative systems.
10%	N	E	<u>DOCUMENTATION:</u> A. Maintains accurate attendance record. B. Maintains clear and concise daily notes documenting student's participation, activity, progress, and affect. C. Completes quality, thorough, chart reports in a cadence specified by the Director of VESPN.

10%	R	E	<u>TEAM PARTICIPATION:</u> A. Participates in a consultative role for student's interdisciplinary treatment team (IDT). B. Attends all mandatory team meetings and participates in, and contributes to, program improvement efforts. C. Routinely shares instructional plans, data, and reflections on student progress with other program staff members. D. Participates in the support and alignment of services of other VESPN programs. E. Shares content and resources with program staff in collaborative professional development projects.
5%	R	E	<u>PROFESSIONAL DEVELOPMENT:</u> A. Seeks out professional development resources as part of a professional development plan. B. Regularly seeks out opportunities to tap into current professional wisdom, empirical research, and theory as a vehicle for reflecting on and improving one's own teaching. C. Understands the nature and purpose of teacher reflection tools (e.g., self-observation, action research) and uses these tools in response to the local teaching context.
Ongoing	NC	E	<u>CULTURAL COMPETENCY AND DIVERSITY:</u> A. Consistently treats students and co-workers with dignity and respect. B. Demonstrates recognition and appreciation of the value of individual and cultural differences. C. Assures that service delivery is provided in a culturally competent way; assures that printed materials are available in different languages as needed and/or in alternate format; bilingual services available and facilities are accessible for all consumers. D. Understands how to access OSH Cultural Diversity Manager with questions or practical assistance with service delivery. E. Develops and demonstrates competencies and practice of the Collaborative Problem-Solving model through formal coaching, training, and development opportunities. Applies the Collaborative Problem-Solving model with patients and staff at all levels of the organization.

As Needed	NC	E	<u>FACILITATION OF STUDENTS/VOLUNTEERS:</u> A. Provides opportunities for supervised service of volunteers, interns, and practicum students as needed.
			CORE VALUES: As an employee of Oregon State Hospital, demonstrates awareness, understanding and alignment in service delivery with the DHS Core Values of Integrity, Stewardship, Responsibility, Respect and Professionalism.

SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

All staff, including this position, are exposed to patients who require a maximum, medium or minimum security setting. This is a locked, secure environment with routine security precautions. May be required to work hours subject to change with little notice. May be required to work hours that exceed regular schedule, i.e., a double shift or a different shift in addition to regular schedule.

SECTION 5. GUIDELINES

a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures:

JC standards, ABE Program Guidelines and Student Access Addendum, Oregon Revised Statutes pertaining to health care, Department of Human Services policies, MHDDSD Administrative Rules, OSH and Program area Policies and Procedures, OSH Clinical Discipline Department Standards of Practice, program manuals and guidelines, Oregon Teacher Standards and Practices Commission and applicable specialized treatment and licensure requirements.

b. How are these guidelines used?

Written guidelines are available to staff. Performance standards are in the FPS program manual. Day-to-day treatment, care, security and other functions conform to these requirements.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Who Contacted	How	Purpose	How Often?
Residents/Patients	In person	Services	Daily
OSH Discipline Directors	Phone/In person	Consultation/Collaboration	Weekly
OSH Employees	Phone/In person	Administrative Coordination	Daily
Referral Source Reps	Phone/In person	Screening/Evaluation	Weekly
Community	Phone/In person	Treatment Coordination	Weekly

Agencies/Private Citizens			
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SECTION 7. POSITION-RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions:

1. Arranging work schedule.
2. Individualizing educational programs for patients.
3. Contributing to IDT decisions.
4. Contributing to management team decisions.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Classification Title	Position Number	How	How Often	Purpose of Review
PEM/D Director of Vocational and Educational Services Department	0717030	Observation and review of work.	Weekly	Adherence to professional standards

SECTION 9. OVERSIGHT FUNCTIONS

a. How many employees are directly supervised by this position? 0

How many employees are supervised through a subordinate supervisor? 0

b. Which of the following activities does this position do?

- | | |
|--|---|
| ☐ Plan work | ☐ Coordinates schedules |
| ☐ Assigns work | ☐ Hires and discharges |
| ☐ Approves work | ☐ Recommends hiring |
| ☐ Responds to grievances | ☐ Gives input for performance evaluations |
| ☐ Disciplines and rewards | ☐ Prepares and signs performance evaluations |

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification.

All positions in OHA require a Criminal Background Check and an Abuse/Neglect Check. Fingerprints may be required.

Special Preferences:

1. Experience in working with developmentally or psychiatrically disabled individuals.

2. A learning speciality, with experience in adult education and assessment.
3. Professional experience that has provided knowledge and skills in the Psychiatric Rehabilitation Model of treatment.

Special Requirements:

1. Master's degree in Education and a current Oregon Teaching License
2. Valid Oregon Driver's License

BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Operating Area	Biennial Amount (\$00,000.00)	Fund Type

SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Appointing Authority Signature

Date